**Stage 3 - Plan Learning Experiences and Instruction**

***Note:*** How are you using technology as a teacher? How are your students using technology?  
**(W) .1** Students understand that....**(Where)**, Real Life **(Why)**, MLR or CCSS **(What**)  
**(H)** **.2** Engage (**Hook)**  
**(E)** **.3** Students will know...(**Equip**), [Graphic Organizer](http://www.eduplace.com/graphicorganizer/) and [Cooperative Learning](http://edtech.kennesaw.edu/intech/cooperativelearning.htm#activities) the content (**Explore**), working on product (partners, teams...) (**Experience**)  
**(R)** **.4** Checking for Understanding Strategies during instruction (**Rethink),** Self-Assessment using Rubrics or Checklist, feedback by students **(Rethink/Revise),** and feedback by teacher on Product (**Revise**/**Refine**),  
**(E)** **.5** Formative Assessment - **Pre-Assessment:** (note: lesson 1 only), **Checking for Understanding**: and **Timely Feedback: (Evaluate**)  
**(T)** **.6** Give an example of each Multiple Intelligences **(Tailor**)  
[Verbal-Linguistic](http://eduscapes.com/tap/topic68b.htm)  
[Logical/Mathematical](http://eduscapes.com/tap/topic68c.htm)  
[Visual/Spatial](http://eduscapes.com/tap/topic68a.htm)  
[Bodily/Kinesthetic](http://eduscapes.com/tap/topic68d.htm)  
[Musical/Rhythmic](http://eduscapes.com/tap/topic68e.htm)  
[Intrapersonal](http://eduscapes.com/tap/topic68f.htm)  
[Interpersonal](http://eduscapes.com/tap/topic68g.htm)  
[Naturalist](http://eduscapes.com/tap/topic68h.htm)  
(O) .7 Students will be able to ..., (Insert Facet Name) Product: Type II Technology, Number of Days: (Organize)  
  
[Recipes4Success Lesson Library](http://myt4l.com/index.php?v=lp&page_ac=view&lptype=lessonplans). Here you will find exciting, standards-based lessons for Tech4Learning products. Each lesson includes step-by-step directions for both teachers and students, as well as links to high-quality examples, templates, and support resources.

**Lesson 1**

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| Consider the W.H.E.R.E.T.O. elements. (L) |
| (W) 1.1 Students will understand that physical activity affects all aspects of health. **(Where)** Students will be able to understand the reason why it is so important to be physically active. **(Why)** *Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.* ***(What*)** (H) 1.2 Show video/pictures of damages regarding lack of physical activity**. (Hook)** (E) 1.3 Students will know key factual Information about what physical activity is and what works best for them. **(Equip**) I am using the fact and opinion graphic organizer so that students can see the consequences of being physical active or not being physically active. I used the Jigsaw cooperative learning strategy to try and make the kids become master the facts of physical activity**. (Explore)** Students will be able to make an informational brochure describing what facts that most interest them**. (Experience)** (R) 1.4 Students will use circle triangle square to show understandings of the different effects of physical activity. After the students grasps the concept they will then make a prezi for a final assessment of their knowledge. **(Rethink)** The student and their peers will use a checklist that is provided by the teacher (and students). Teacher will use a Rubric to make a final assessment. **(Revise/Rethink)** (E) 1.5 **Formative Assessment: Pre-Assessment**: Google survey: Teacher will provide questions for students to answer and have them show up on the overhead so we can discuss the ideas as a class to try and get them excited about the unit**. Checking for Understanding:** Circle Triangle Square **Timely feedback:** Self/Teacher/Peer**. (Evaluate)** (T) 1.6 **(Tailors)** **(Verbal)** Students will be able to share their understandings when presenting their facts in opinions through the jigsaw activity. **(Logic)** With the jigsaw puzzle activity these learners will be able to better understand the differences of facts and opinions by their peers with relation of the perception. **(Visual)** The hook will engage these learners because they will be able to see pictures of different people with different activity levels. **(Kinesthetic)** Teacher will bring in models of fat cells and muscle cells and have them get into groups and explore the difference between the two. **(Musical)** A difference over time in the perception of what is healthy/pretty. When showing the difference over time, bring in music from the genres to put them in that era. **(Interpersonal)** Jigsaw activity will be grouped to allow students to bounce ideas off of each other reguarding and to work as a team **(Intrapersonal)** Self checklists of understandings about the differences between fact and opinion reguarding physical activity and what it looks like. **(Naturalist)** With bringing in the different music from a certain era, I will also show on slides what the people in that era ate and how they had to access their food. (O) 1.7 Students will be able to describe the effects that physical activity does the body. **(Organize) Product**: Prezi **Number of days** (3-4) |

**Lesson 2**

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| **Consider the W.H.E.R.E.T.O. elements**. **(L)** |
| **(W)** 2.1 Students will understand that being physically active will enhance their daily lives and improve self worth. **(Where)** Students will be able to make connections between the amount of physical active and their emotions by tracking their lives in Fitday. **(Why)** S*tudents explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.* ***(What)*** **(H)** 2.2 Explain self worth in a visually and eye catching why in order to engage the students. **(Hook)** **(E)** 2.3 Students will know how to sequence and use timeliness through fit day. **(Equip)** Students will use "3 way interviewing" to get a different perspective on their own self worth. (**Explore)** Students will use fit day to track their daily lives evolving their food intake, emotional status and their physical activity. **(Experience)** **(R)** 2.4 Students will use text connections when they are listening to the interviews so that they will be taking notes and following the interviews. **(Rethink)** Students will then perform a 3 step interview to be able to dig a little deeper into the material (**Rethink/Revise) (E)** 2.5 **Formative Assessment: Checking for Understandings:** ABC whisper **Timely Feedback**: Self/Teacher **(T)** 2.6 **(Tailors)** **(Interpersonal):** Students will be able to talk with their peers in the 3 way interviewing **(Verbal):**  **(Logic):** Students will be able to experience first hand their reactions to physical activity **(Visual)** The hook in this lesson will engage these learners and the more exploration on the internet will keep them engaged. **(Kinesthetic)** As a class will be doing physical activity so that these students will be able to experience instead of just learn the material. **(Musical):** As we are all participating in physical activity music will be playing in the background. **(Intrapersonal):** Students will be able to pick their different ways to be physically active and see which ways work best for them **(Naturalist)** **(O)** 2.7 Students will be able to evaluate their physical activity and their own self worth and make a connection between the two. **(Organize) Product**: Fitday tracking physical activity, emotions and food intake. **Number of days** (1-2) |

**Lesson 3**

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| **Consider the W.H.E.R.E.T.O. elements**. **(L)** |
| **(W)** 3.1 Students will understand that physical activity affects all aspects of health. **(Where)** Students will be able to reflect on their life and be able to better them selves. **(Why) S***tudents explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.* ***(What)*** **(H)** 3.2 Interview with people that went down different paths in life and how they feel. **(Hook)** **(E)** 3.3 Students will know key factual information first hand on how much physical activity can affect ones life. **(Equip)** Students will be able to explore different ways to be physically active. **(Explore)** The students will be able to experience the decision making of different people that took different paths in life. **(Experiences)**  **(R)** 3.4 Students will use KWL to expand their thinking and for the teacher to be able to use timely feedback. **(Rethink)** Students will be put into groups of two and be able to go over their different KWL  **(E)** 3.5 **Formative Assessment: Checking for understanding:** Slap **Timely Feedback:** Self/ Teacher **(T)** 3.6 **(Tailors)** **(Interpersonal):** Students will be able to interact with our guest and ask them questions that they might have. **(Verbal):** Students will be able to reflect on their own mental states and emotions by recording themselves using voice recording method. **(Logic):** Students will be able to understand why the people are the way they are and find examples of what to do and what not to do. **(Visual):**  **(Kinesthetic): oneee moreeeeeee** **(Musical):** **(Intrapersonal):** Students will be able to reflect on themselves and get to know why they make the decisions that they do **(Naturalist):** The naturalist students will be able to see the view points of another "naturalist" and compare and contrast they different ways in which they think. **(O)** 3.7 Students will be able to consider their physical activity and emotional status and see the relationships between the two. (Organize) Product: Journals in Fitday. Number of days (1) |

**Lesson 4**

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| **Consider the W.H.E.R.E.T.O. elements**. **(L)** |
| **(W)** 4.1 Students will understand that being healthy will improve your mental state. (**Where)** Students will be able to explore the different mental states and what they look like **(Why)** Students *explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.* ***(What)*** **(H)** 4.2 You tube video on mental states/ decisions making with the different mental states **(Hook)** **(E)** 4.3 Students will know key factual information about the different mental states**. (Equip)** Students will be able to make up questions that could be asked to evaluate your own mental state, (**Explore)** then as a class we will answer the questions **(Experience)** **(R)** 4.4 Students will give a 30 second review on a given mental state. **(Rethink)** Students will make a brochure with partners on assigned mental state given by the teachers. The students will need to use the internet to research **(E)** 4.5 **Formative Assessments: Checking for Understandings:** Give One Get One**. Timely Feedback:** Self/ Peer/ Teacher **(T)** 4.6 **(Tailors)** **(Interpersonal)** **(Verbal)** **(Logic):**  **(Visual)** **(Kinesthetic)** **(Musical)** **(Intrapersonal)** **(Naturalist)** **(O)** 4.7 Students will be able to analyze different mental states. (**Organize) Product:**  Brochure **Number of Days 2** |

**Lesson 5**

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| **Consider the W.H.E.R.E.T.O. elements**. **(L)** |
| **(W)** 5.1 Students will understand that being physically active will improve self worth. **(Where)** With improving their self worth the students will feel better about them selves and be able to understand their reactions better. (**Why)** S*tudents explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.* ***(What)*** **(H)** 5.2 Students will answer questions on the board about themselves that will only be read by student and teacher. **(Hook)** **(E)** 5.3 Students will know key factual information on self worth and be able to detect their own.   **(Equip)** Students will be able to explore different ways in determining self worth. **(Explore)** Students will make a Comic Life strip on different ways to determine ones self worth (all groups will have different main focus’)  **(R)** 5.4 Students will make a star style graphic organizer that has questions on it customized by teacher. (**Rethink)** Students will perform a think-pair-share activity so they can be able to understand how different people think **(Rethink/Revise)** **(E)** 5.5 **Formative Assessments Checking for Understandings:** Exit Ticket **Timely Feedback:** Teacher/Self **(T)** 5.6 **(Tailors)** **(Interpersonal)** **(Verbal)** **(Logic):**  **(Visual)** **(Kinesthetic)** **(Musical)** **(Intrapersonal)** **(Naturalist)** **(O)** **5.7** Students will be able to propose problems with self worth. **(Organize) Product:** Comic Life **Number of day:** 2-3 |

**Lesson 6**

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| **Consider the W.H.E.R.E.T.O. elements**. **(L)** |
| **(W)** 6.1 Students will understand that being healthy will improve their mental state. **(Where)** With improving their mental state they will be more likely to make better decisions in life. **(Why**) S*tudents explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.* ***(What)*** **(H)** 6.2  **(E)** 6.3 Students will know critical details in making their lives better by improving physical activity and enhancing their mental state. **(Equip)** Students will be able to see different ways to relieve stress, and see if physical activity does it for them (**Explore) Students will be subjected to a varied of ways to relieve stress (Explore)** Students will be able to experiences these different ways to relieve stress first hand **(Experience)** **(R)** 6.4 Students will use a graphic organizer design by the teacher to easily summarize the different activities **(Rethink)** Students will then participate in Team- Pair-Solo by experiencing all of the activities, then they will spit up into groups and perform their favorite for some time and then be able to self reflect on the different kinds and which ones work best for them. **(Rethink/Revise)** **(E)** 6.5 **Formative Assessments Checking for Understandings: Entrance Ticket Timely Feedback:** Self/Peer/Teacher **(T)** 6.6 **(Tailors)** **(Interpersonal)** **(Verbal)** **(Logic)** **(Visual)** **(Kinesthetic)** **(Musical)** **(Intrapersonal)** **(Naturalist)** **(O)** 6.7 Students will be able to be aware that physical activity can improve their mental state and therefore their self worth. |